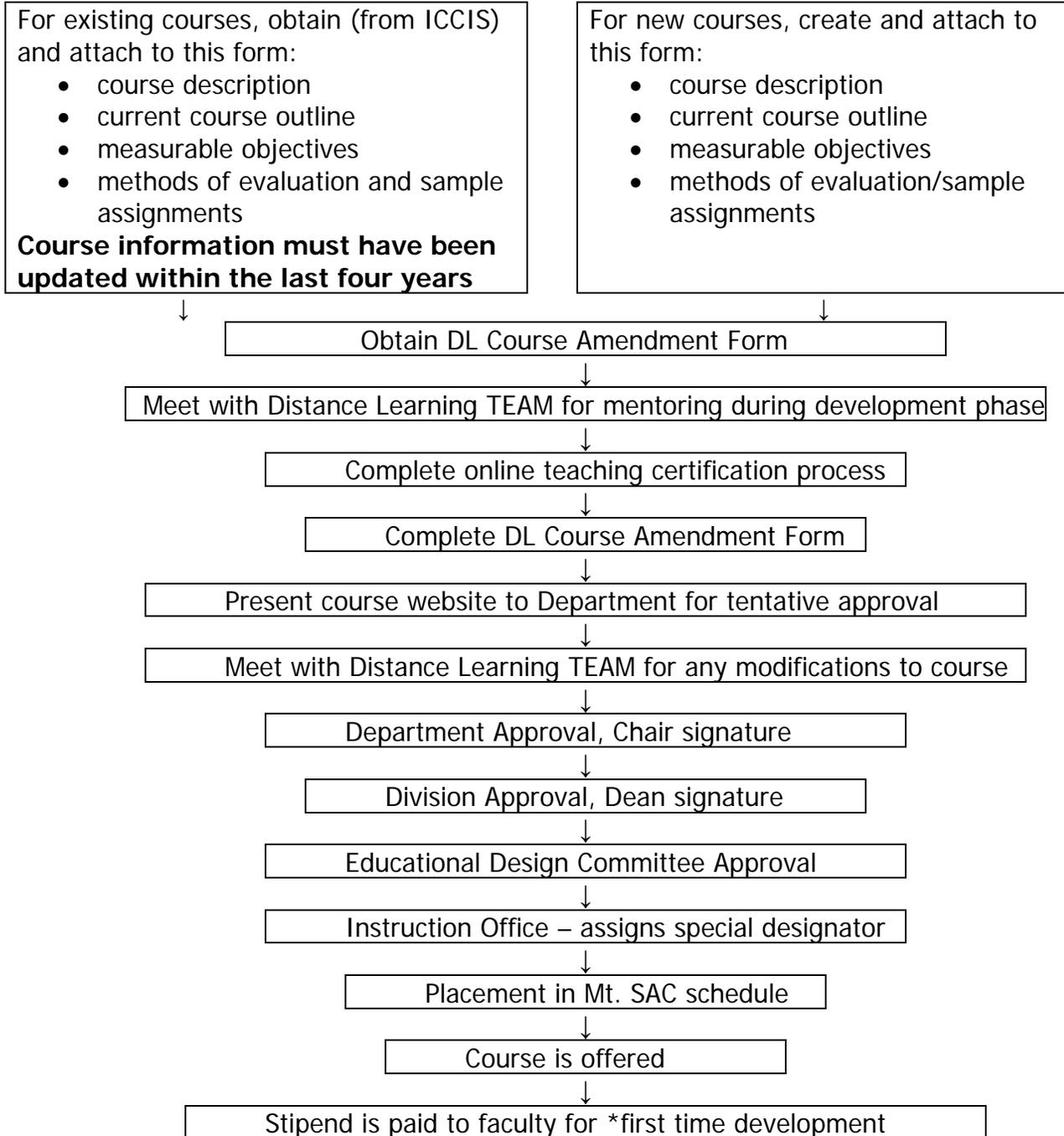


Mt. San Antonio College DISTANCE LEARNING COURSE AMENDMENT FORM (REQUIRED)

Process Flowchart

(for new DL courses or amendment of existing traditional courses)



*The first DL course that is developed by a faculty member results in a stipend being paid to the faculty member in the amount of \$1000 after the course is offered and taught by that faculty member. Subsequent course(s) and web development does not result in any further stipend. Training, workshops, and resources are available for faculty from Online Learning Support Center and Staff & Organizational Learning.

- Grading policy
- Attendance policy
- Make-up policy for missed work
- Campus policies – add/drop, academic dishonesty, repeating courses
- Departmental intervention plan for repeating of courses
- FAQs
- Student and instructor expectations
- Accommodations for disabled students
- A variety of web-based learning materials
- Discussion forum (within or out of course web site)
- Interactive and relevant links to assignments or activities
- Site map
- Course web site organized around themes or chunks of information

Course web site address: <http://elearn.mtsac.edu/smbuthi/coun5/Default.htm>

(If a UserID and Password are required to view your web site, please provide that information to Kerry Stern, Dean of Learning Resources, x5658)

Student – Instructor Contact:

Title 5 Regulations, and the California Board of Governors for the California Community Colleges, require that course quality standards are met (same as applied to traditional courses) and that regular, effective contact between the student and instructor are included in the design of the course. Please complete the following **Supplemental Information on the Methods of Instruction** and the **Course Weekly Schedule of Activities**, being as descriptive and specific as possible.

Past Training and Certification:

Web design workshops: (Mt. SAC Other _____ software)

Course management training: (Mt. SAC Other _____ System)

Online courses: (SAC Other Front Page Course)

*Date of Certification for online teaching (required): 5/12/05 _____

_____ Other experience: _____

Do you have a computer that you will use to manage this course? Yes No _____

If yes, tell us about your computer: PC Mac _____ Year 2005 Mt. SAC Yours

What additional equipment or software do you need to manage this course most effectively?

_____ Computer _____ Printer _____ FAX _____ Other _____

Software _____

Course Management and Tools:

How will your course be delivered, managed, and maintained?

- | | |
|---|--|
| <input checked="" type="checkbox"/> FrontPage Web on Mt. SAC server | <input type="checkbox"/> Web pages on another server |
| <input checked="" type="checkbox"/> WebCT | <input checked="" type="checkbox"/> Blackboard |
| <input type="checkbox"/> eCollege | <input type="checkbox"/> Other _____ |

Instructional Design:

Some questions to consider, in the design of your course:

1. How will interaction(s) with the instructor and among the students be accomplished?

There shall be a mandatory meeting to orientate the students into the career planning class. Students will communicate with each other through the following channels: email, discussion forum, telephone, face to face, classmate-contact, and chat. The instructor will use similar methods in communicating with students, as well. Additionally, the instructor will post announcements on the announcement page and will initiate discussions with the students. The announcements shall include the deadlines and instructions on when and how to complete the assigned tasks. The instructor will clearly inform students about individual and group projects (or assignments). Also, the instructor will provide students with course topical outlines and notes in form of power- point slides. Students will utilize word templates to produce written assignments such as essays, resumes, cover letters, portfolio, research paper, and other course-related assignments. The word document files will be available for students' downloading and will be linked to the course website. Textbook readings will be required. The instructional videos will be available for students' viewing. Quizzes will be administered at professor's discretion. At least one exam (midterm or final) will be given. All tasks will be facilitated by the instructor. However, to assure quality learning, the students will be given an opportunity to communicate with each other (and with the instructor) as much as possible.

2. What will make this interaction effective?

In order to make instructor/student and student/ student interaction effective, the following methods are utilized:

Mandatory Orientation: *The mandatory orientation will introduce students into online based career planning course. It will help students to become more informed on computer, internet, and course requirements for the career planning class. The instructor will review the course syllabus with the students and will invite and answer course-related questions. The orientation meeting will serve as a head start for the course – where students will be informed of issues such as studying for an online course, completing and submitting the assignments in a timely manner, and other course related issues. The orientation will be a forum through which the instructor shall acquaint self with the students, and where the students will obtain the necessary information crucial to their success in the course. By being well informed about the online career planning course, the students will become clear on the course content, expectations, and learning outcomes – thus promoting their success in the course.*

Communication (Student to Student): *In the process of the online class, the students will communicate with each other in form of e-mail, discussion forum, chat room, telephone, in person, and posting assignment-related questions on the discussion forum. Such form of communication will enable the students to increasingly become resourceful to one another. Consequently, the students will exchange career planning information while at the same time learning with, and from, each other.*

Communication (Instructor to Student): The instructor will monitor students' communication (e-mail, discussion forum, chat room) continuously and will respond within 24 to 48 hours to students' questions, issues, and course related concerns. Besides, the instructor will utilize technology proficiently to assure the students' effective use of communication channels. The instructor shall also return the students telephone calls within the same time frame (as formerly mentioned). And where necessary, the instructor will meet with a student in person (face to face) in order to provide for live assistance. For students who rarely (or don't) participate, the instructor will either e-mail them or make a phone call to prompt the students to participate more, and to inform them about the consequences of lack of adequate participation. The instructor will facilitate the individual assignments provided in class and will invite students to discuss the assignments one on one by the way of e-mail, chat, or on face to face basis. The instructor's high involvement will provide for immediate feedback to students' needs – thus promoting effective learning on the side of the students.

Group Projects: The students will have an opportunity to participate in career-related group projects such as case studies' review, exercises, career games, career testing, informational interviews, and practice (mock) interviewing for jobs. The students will reflect on their group (or individual) exercises at the discussion forum – will post and reply to other students' postings. Such activities will help students to network with each other on various careers, become more informed on various occupational choices, and therefore develop the ability to make informed decisions on careers of choice.

Lectures: To facilitate the lecture, the instructor will provide students with course topical outlines and notes in form of power- point slides. Such a method will incorporate (or summarize) material such as text readings, videos, CD's and other supplemental material - thus enhancing students' comprehension.

Assignments: Students will utilize word templates and word documents to produce written assignments such as essays, resumes, cover letters, portfolio, web (research) paper, portfolio, and written assignments. These assignments will help student become more competent in the areas of career research and job search.

Exams/ Quizzes: Quizzes will be administered at professor's discretion. At least one exam (midterm or final) will be given. Testing will allow the instructor to evaluate student learning, as well as to give students an opportunity to assess their own learning from the course.

3. What problems do you expect to encounter with these interactions?

Some students may be untimely in submitting assignments, posting to the discussion forum, and may not be computer literate. To assist students develop skills on effectively using a computer, the instructor will guide students through a practice exercise during the mandatory meeting step-by-step on how to post and reply to the discussion board and on how to submit an assignment by the way of the e-mail. In addition, technical difficulties may arise due to computer (server) problems on campus or students' personal computer problems. The instructor will keep in touch with the I.T. department to assure availability of computer network on campus. Additionally, the students will be informed on how to contact the I.T. department for computer trouble-shooting needs. The instructor will also create a troubleshooting page for students' reference. The professor will also reserve a space in a computer lab on-campus where students can use a computer reliably. He/She will encourage the students to use the computers on campus in case of difficulties with their personal computers at home. The instructor will make every effort to remind (by the way of e-mail and announcements) the students who are untimely in submitting their assignments.

4. How will you enhance student learning through the use of the Internet?

Students will be exposed to various internet resources such as: career information, educational

information, employability resources (job listings, employment projection and trends, and job search tools). The instructor will promote student involvement/interaction through discussion forums, and chat rooms (real time interaction). The students will also learn how to conduct research on the internet. There will be a section available (appendix) for students' reference on terminology, and key-terms or glossary section related to career/life planning class, and links to career-related web pages.

5. How will you handle assessments (exams, quizzes,etc.)?

The instructor will assign written assessments, work-base learning projects, exams, and quizzes. Students will e-mail, fax, or submit the assignments in person. Proctored exams through the Learning Assistance Center shall also be available to students – students will be required to provide personal identification in form of Mt. Sac's picture I.D. The instructor will also utilize blackboard to facilitate quizzes, projects, and exams.

6. How will you handle students who need more attention?

The instructor will assure the accessibility of the course to diverse student population. The instructor will designate sufficient amount of time in order to respond to students' e-mails promptly. As a counseling faculty, the instructor will also be accessible to students during the counseling (office) time and will encourage the students to make appointments to address their additional course-related needs. Besides, for the non-participatory students, the instructor will e-mail make announcements within the course website (announcements' section), or call such students to assure their continuous (active) involvement in the class. During the mandatory meeting (orientation), the instructor will clearly explain behavioral parameters as indicated within the course syllabus. For the extreme participants, the instructor will prompt them on the importance of sharing with, and yielding to the other students in order to promote fair and equitable participation opportunity in the course.

7. How do you plan to evaluate the effectiveness of this course?

The instructor will administer either a post-survey or assign a self assessment paper reflecting the level of students' learning. Additionally, the instructor can assess successful student learning outcomes on the basis of their performance based on assignments and grades. The instructor can also compare the average class grade for online classes with the average class grade in traditional classes.

8. How do you plan to provide "alternate media" for students with disabilities?

In consultation with the DSP&S, the instructor will be able to incorporate appropriate alternate media such as audio, video, text reader...etc.; with the help of Online Learning Assistance Services Department. The instructor will assure that certain media such as videos are close captioned with the assistance of Mt. Sac's Media Services Department. The students will utilize both discussion forum and chat room, however, the chat room will be optional. The instructor will include, in the syllabus, specific information about school's DSP&S office – location and phone number. The instructor will also include "alt" tags in non-text data for oral translation.

Mt. SAC Student Resources:

What campus resources will you or your students need for this Distance Learning course?

SOLAR: Skills for Online Learning – Assessment of Readiness
(<http://elearn.mtsac.edu/olsc/readiness>)

Learning Resources (Library – <http://library.mtsac.edu>)

LTC/Learning Assistance Center (tutoring – <http://ts.mtsac.edu>)

Placement/Assessments (English, Math, Chemistry, etc.)

DSP & S accessibility adaptation

Other online Learning Support Center

Future Support and Certification Needed:

What additional training or technical support will be needed to create this Distance Learning course?

Continuous online-based education through staff development, college courses, seminars, and conferences.

To start the certification process for online teaching, contact the Online Learning Faculty Mentor at x6614.

Supplemental Information on the Methods of Instruction in a Distance Learning Course

Please use the table below to describe each method of instruction/learning that is to be used in this Distance Learning course. Use a unique abbreviation for each method listed, that later can be placed in the **Course Weekly Schedule of Activities** (following this table). Provide a detailed description of each method or activity, and clearly explain how a student will use this method. Also, indicate whether this activity is an active or passive learning method for the student. An example is provided. **This information will become a part of the official course information, so include all methods that may be used.**

Abbreviation	Detailed description of method/activity	Active or Passive? (A or P)
DF	Discussion Forum – Questions from the instructor will be posted in a Discussion Forum in the course web site. Students will be directed in their weekly schedule of activities in the course web site to the Discussion Forum questions, where there will be instructions for creating and posting an original message and a reply to at least one other student's original posting. Instructions will include the suggested topic(s), research and reflection required before posting the original message, expected length of message, posting deadline, amount of credit for the posting, and instructions regarding late or missed postings.	A
WT	Word Document Templates – Projects (such as career portfolio, research paper, and so on) evaluation and survey templates will be available on the website for use in completing and documenting projects. Students will download the templates and complete them. After completion the student will email the finished template to the instructor.	A
PP	Power Point Lecture Slides – Information will be given on Power Point files that students can read for information regarding a variety of career-related projects, activities and concepts.	P
WD	Word Document Files – Informative handouts, Assessment Criteria, Reading Lists, Resource List, and Contact Information, linked to the website to be downloaded as students need them.	P
V/CD	Videos – The Media Services Center has several videos that complement our textbook. The online students are welcome to watch these in the Media Services Center. The class web site contains information on these videos. CDs that are shown in class can be given to the students to use during the class. Students will be instructed to download a plug in (QuickTime) in order to watch the videos on their computers. Students will be instructed to return the videos when the class is over. Closed caption videos are available in media services	P
Q	Quizzes – Quizzes will be administered based on professor's discretion. The class web site may provide a link to the quiz web site. The quiz may consist of multiple choice questions based on course material. After choosing their answers, the students submit their quizzes, and they immediately receive a report of their results. The report shows the correct answer for each question. The instructor receives the report also, so the grade can be recorded. The class web site gives a schedule of quiz deadlines, the amount of credit for the quizzes, and other instructions.	A
A	Assignments – Several assignments are given during the semester. These include: career related group projects, exercises, research, and book report.	A
L	Lecture – Reading textbook in accordance with class schedule posted online and in class syllabus. Visiting chapter PowerPoint slides provided on textbook CD and also posted free on publisher's web site. Using other feature present on textbook CD: chapter outlines, mini-videos, practice tests; taking online quizzes.	P

Abbreviation	Detailed description of method/activity	Active or Passive? (A or P)
X	Exams – At least one exam (midterm or final) will be given. The exams will be included on the course schedule in the syllabus. Details about the exams will be given on the syllabus and on the announcements page of the web site. The exams format will be mainly multiple choice, true/false, fill-ins the blank, and essay. The exams will be administered and proctored in the Learning Assistance Center. The exams will be picked up and graded, and the grades will be posted on the grades page on the web site. The exams will then be taken back to the LAC so the students can pick them up and review them. The announcements page will let the students know the time period in which the test may be taken, the chapters covered, the number of questions, and the amount of credit.	A
RP	Research Paper – Students will write at least one research and/or self-assessment paper based on the course information. The instructor will also provide instructions and format. The students will have approximately three weeks in which to write their papers. The instructions will indicate the exact deadlines and other details. Students will also participate in a paired peer evaluation of drafts of their papers.	A
I	Instructor contact – Online students are welcomed and encouraged to contact the instructor at any time regarding the class. This is usually done via email, but phone calls and office visits are also welcomed. Instructor office hours and location, email addresses, and phone number are posted on the class web page and also in the class syllabus.	A
AN	Announcements – Class announcements will be posted on the announcements page of the web site. The announcements will include reminders of deadlines; details regarding exams, assignments, and papers; clarifications of confusing topics; grading information; directions to pick up graded work at the LAC; and information regarding technical problems and services.	P
C	Classmate contact – Online students are encouraged to contact each other in order to help each other learn the material and succeed in the course (without cheating). Their first-week introductions, along with their email addresses, are posted on the Student Groups/Introductions page to facilitate student contact. In the mandatory orientation the students are instructed to exchange names, phone numbers, and email addresses (and a form is provided for this purpose). Several assignments are to be done in groups (see above).	A
F2F	Face to Face meeting time- This is to provide students with F2F meeting times. Instructor will provide materials and information needed for successful completion of assignments. Test will be given. Progress will be monitored.	A
M	Mandatory Orientation – Students must attend a 1.5 – 2 hour orientation, on campus, in a computer classroom, during which the instructor will orient the students to the class. The orientation will include going over the syllabus, both hard copy and online, a complete tour of the class web site, distribution of the first brief, answering of student questions, attendance, and adding of new students.	A

EMAIL	Email/Fax/Listserv: Email will be a way projects can be submitted and graded. It will also be a vital part on how students communicate with the instructor and each other.	A
R	Textbook readings: will be assigned. Students will be required to answer and to email review questions to the instructor for grading. Students will visit other websites or written lectures online.	A
WA	Writing Applications/ Job research: Students will be required to do a set of occupational writing assignments that can be researched on the web. Each assignment will be related to that student's specific field so that it will be relevant to that student's area of study.	A
Abbreviation	Detailed description of method/activity	Active or Passive? (A or P)
CHAT	Chat-room: Students will be directed to an online chat-room that will be monitored by the instructor and discussions can take place in real time. Instructor will be available at assigned times so students can get real time answers to problems.	A
PD	Portfolio Development: A completed hard copy career portfolio and a completed electronic portfolio may be required for the assigned body of work throughout the semester. Each student will be required to develop a portfolio in each medium after all work has been revised and checked. The printed portfolio will be submitted the last F2F meeting. The electronic portfolio will be submitted online.	A
WR	Web Research – Students will search online for information on career-links on the topic provided on the links' page of course web site. They will review at least 3 careers identified from their research in a brief (1 page) summary report.	A

Course Weekly Schedule of Activities

Enter the information from ICCIS, the traditional method of course content delivery, and the abbreviations used from the above table on the DL course delivery in the appropriate box below. Estimate a student's time on task expected for each activity listed.

Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
1	Introduction to career/life planning; motivation	Activities, lecture, discussions (A/P)	L, M, DF, CHAT, E-MAIL, AN, F2F, C, I, G, WT	3 Hours
2	Goal Setting and Decision-Making	Activities, lecture, discussions, video (A/P)	DF, L, PP, WA, V/CD, R, A	6 Hours
3	Identifying and overcoming barriers to achievement/ cultural awareness	Activities, lecture, group discussions (A/P)	L, R, V/CD, G, DF, PP, AN	6 Hours
4	Career Testing	Take career tests in-class/ online. (A)	F2F, R, DF, PP, A, AN	3 Hours
5	Career Testing and Interpretation	Review of test results and lecture on career theories. (A/P)	L, V/CD, G, DF, PP, AN, F2F	6 Hours
6	Identification of Skills and Interests	Lecture on job specific and transferable skills and SCANS competencies. (A/P)	L, R, PP, DF, AN, WR,	6 Hours
7	Values Clarification/ Identification of Learning Styles	Lecture and group activities. (A/P)	L, R, G, DF, PP, AN, WA WT	6 Hours
8	Operating style/ achieving life balance	Activities, lecture, group discussions, written reports (A/P)	L, R, G, DF, PP, AN, WA	6 Hours

9	Self-assessment/mid-term examination	In Class: Essay, multiple choice, fill-in blanks (P)	F2F, X	3 Hours
10	The changing world of work/occupational trends	Activities, lecture, discussions, research, internet resources (A/P)	L, R, G, DF, PP, AN, WA WR	6 Hours
11	Factors in job satisfaction/affirmative action	Activities, lecture, discussions, video (A/P)	L, R, G, DF, PP, AN,	4 Hours
Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
12	Occupational Research/ Educational Planning	Activities, lecture, discussions, utilizing the internet and electronic career resources, video, informational interviews. (A/P)	L, R, G, DF, PP, AN, WA WT, V/CD, WR, F2F, I, C, PD, EMAIL	12 Hours
13	Marketing yourself/job application	Activities, lecture, discussions (A/P)	L, R, DF, PP, AN, WA WT, V/CD, WR	6 Hours
14	Cover letters/ resumes/Job Interview	Activities, lecture, group discussions, researching internet sites, mock (practice),interviewing, video (A/P)	L, R, G, DF, PP, AN, WA WT, V/CD, WR, F2F	6 Hours
15	Succeeding on the job/ Coping with a rapidly changing world/review	Activities, lecture, group discussions, video (A/P)	L, R, G, DF, PP, AN, WA	6 Hours
16	Final Examination	In Class: Essay, multiple choice, fill-in blanks (P)	F2F, X	2.5 Hours

DISTANCE LEARNING COURSE AMENDMENT FORM

Verification of Process

The following steps must be signed and approved in this order.

1. Distance Learning Team (faculty from Distance Learning Committee / OLFM)

Date: _____

Signature: _____

Recommendations: _____

2. Presentation to Department

Department: Approval _____ Denial _____ Date _____

Signature(s) _____

Recommendations: _____

3. Division: Approval _____ Denial _____ Date _____

Div. Dean Signature _____

Reason for denial _____

4. Educational Design Cmte: Approval _____ Denial _____ Date _____

EDC Co-Chair Signature _____

Reason for denial _____

5. Date Received in Instruction Office: _____